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ABSTRACT

Articulation is the relationship between educational programs which provides a smooth transition for a student moving, either horizontally or vertically, between programs. The major objectives of this conference were to: (1) identify problem areas and strategies for improving articulation among secondary and postsecondary vocational education programs; (2) discuss examples of successful articulation efforts; (3) make a personal commitment and recommendations for furthering articulation efforts in local, regional, and state vocational programs. Following major presentations and panel presentations, the participants were given the opportunity to discuss the points presented. During small group activities the participants were given a specific charge and asked to evaluate, discuss, and arrive at a group consensus. Abstracts of the major addresses, panel presentations, and small group consensuses are provided. Recommendations are divided into local, state, and WCLA roles and responsibilities toward articulation efforts. Appended are the text of Dr. John Lombardi's keynote address, letters to vocational directors and state administrators, a local "action" plan, and a list of conference participants. (NHM)

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SUN MOUNTAIN CONFERENCE

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ARTICULATION OF VOCATIONAL EDUCATION

JC 750 481

CONFERENCE PROCEEDINGS
SUN MOUNTAIN LODGE-WINTHROP, WASHINGTON
MAY 18-20, 1975

WASHINGTON COUNCIL OF LOCAL ADMINISTRATORS
OF VOCATIONAL EDUCATION AND PRACTICAL ARTS

SUN MOUNTAIN CONFERENCE
WASHINGTON COUNCIL OF LOCAL ADMINISTRATORS
OF VOCATIONAL EDUCATION AND PRACTICAL ARTS

Sun Mountain Lodge, Winthrop, Washington
May 18-20, 1975

ARTICULATION

WCLA CONFERENCE PROCEEDINGS

by
ARNIE H. HEUCHERT
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The Conference staff wishes to extend a sincere thanks to the conference planners and participants. Without the assistance of these dedicated people, the success of the Articulation Conference would not have been possible.

WCLA President - J. Allen Suver

Conference Committee

James Brooks	Sandy Jochimsen
Jan Carlson	Lester Kovach
Al Green	Bill Moran
Allen Suver	Homer Halverson

Conference Staff

Beverly Postlewaite - Coordinator
Arnie Heuchert - Articulation Director
George Pilant - Researcher
Delora Milbrath - Secretary

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Patrick Alleyn	Donald Gangnes	George Pilant
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Wayne Davis	Bill Moran	Frank Wimer
Bill Dunn	Herman Olson	Roger Wing
James Erickson	Ron Petersen	Ben Yormark
Jim Flint	Jim Petersen	Bob Smith

*See Appendix F for Address List

CONFERENCE SUMMARY

On May 18, 19, and 20, the Washington State Council of Local Administrators of Vocational Education and Practical Arts (WCLA) held a working conference on articulation. Sixty WCLA members representing vocational-technical schools, community colleges and common schools were in attendance.

For the purpose of this conference, articulation was defined as the relationship between education programs which are designed to provide a smooth transition for a student moving from one educational program to another. This movement between educational programs can be either horizontal or vertical.

The major objectives of the conference were to:

1. Identify problem areas and strategies for improving articulation among secondary and post-secondary vocational education programs.
2. Discuss examples of successful articulation efforts between secondary and post-secondary vocational education programs.
3. Make a personal commitment and recommendations for furthering articulation efforts in local, regional and state vocational programs, particularly in post-conference activities.

CONFERENCE RECOMMENDATIONS

By the end of the three-day working conference, the participants identified their problems and concerns, identified specific strategies for improving articulation, reviewed present articulation projects and made the following recommendations:

A. Local level roles and responsibilities should include:

1. Making a personal commitment to improve articulation.

2. Organizing local articulation committees and schedule regular meetings.

3. Developing a plan of work including objectives, time-lines, individual responsibilities, and evaluation procedures.

4. Securing a commitment from local superintendents and presidents.

5. Securing funding from local and state sources.

6. Establishing regional steering committees.

B. State level roles and responsibilities should include:

1. Establishing a priority for articulation.

2. Provide financial and personnel assistance and incentives.

3. Policies in support of articulation.

4. Facilitate high level meetings involving district super-intendents.

5. Cooperate with WCLA in articulation efforts.

C. WCLA's roles and responsibilities should include:

1. Developing a position paper.

2. Seek joint endorsement by state directors (SPI, SBCCE, CCOEO).

3. Encouraging local articulation efforts.

4. Development of a program of work that includes articulation as a priority.

5. Electing leadership committed to articulation as a priority.

6. Facilitate articulation inservice activities.

7. Follow-up on local activities.

TABLE OF CONTENTS

ACKNOWLEDGMENTS i

CONFERENCE SUMMARY ii

INTRODUCTION 1

The Problem 1

Objectives 1

Terminology 2

General Plan of Operation 2

Conference Agenda 3

ABSTRACTS OF CONFERENCE PROCEEDINGS 5

The Scramble for Students
Dr. John Lombardi 5

Identification of Participant Concerns
Dr. Arnie Heuchert 7

Ways to Improve Articulation
Dr. Arnie Heuchert 10

Panel Presentations - Local Approaches to Articulation
Walt Roberts 12
Ron Petersen 13
Les Adams 15
Fred Miner 16
Jim Brooks, Moderator 17

Developing Local Strategies for Improving Articulation - A Case Problem
Dr. Arnie Heuchert 18

What Can be Done on a Regional Level to Improve Articulation
Dr. Allen Suver 24
Jim Brooks 24

Oregon Community College's Approach to Articulation
Jim Piercey 27
Sam Cumpston 28

ABSTRACTS OF CONFERENCE PROCEEDINGS (Continued)

Local, State, and WCLA Responsibilities for Articulation
Dr. Arnie Heuchert 29
Dr. Allen Suver 29

POST-CONFERENCE ACTIVITIES 32

APPENDIX

The Scramble for Students
Dr. John Lombardi . . . . . A
Letter to Vocational Directors . . . . . B
Local "Action" Plan C
Letter to State Administrators . . . . . D
Interim Conference Report . . . . . E
Conference Participants . . . . . F

INTRODUCTION

THE PROBLEM

The Executive Committee of the Washington State Council of Local Administrators of Vocational Education and Practical Arts (WCLA) has been concerned for some time about the problems of articulation between vocational programs in the various delivery systems and considered this to be a priority concern for vocational education in the State of Washington. As a means of addressing this problem, the WCLA Executive Committee proposed that a working conference directed to the subject of articulation be conducted by and for its membership and other selected educational leaders in the state.

OBJECTIVES

The major intent of the conference was to provide insights into the types of articulation problems which can be reasonably addressed and the kinds of resources required to work on the problems.

More specifically, the objectives for the workshop were as follows:

1. To recognize benefits gained from active participation in the articulation processes.
2. To identify problem areas and strategies for change among secondary and post-secondary vocational education.
3. To discuss examples of successful articulation efforts between secondary and post-secondary vocational education.
4. To make a personal commitment and recommendations to further articulation efforts in local, regional, and state vocational programs, particularly in post-conference activities.

TERMINOLOGY

Articulation, for the purpose of this conference, refers to the relationships between educational programs which are designed to provide a smooth transition for the student from one educational program to another. This movement of the student between programs can be either horizontal or vertical.

Horizontal articulation includes those relationships between programs, courses, or activities which exist at any one educational competency level and provide a coordinated educational program for the student. Vertical articulation refers to those relationships which exist between institutions, programs, courses or activities and provide a coordinated program for a student moving from one educational competency to the next.

GENERAL PLAN OF OPERATION

The project involved planning, conducting, and evaluating a three-day conference held at Sun Mt. Lodge, Winthrop, Washington, May 18-20, 1975. The conference program was structured so as to actively involve the participants in a variety of activities specifically designed to promote the objectives of the conference. The conference program focused on the presentation of procedures, information, and techniques of articulation, which have proved effective in obtaining the kinds of information needed for decision-making regarding program improvement.

Three types of instructional strategies were used during the conference; major presentations, panel discussions, and small group activities. Following major presentations and panel presentations, the participants were given the opportunity to discuss the points presented. During the small

group activities the participants were given a specific charge and asked to evaluate, discuss, and arrive at a group consensus of opinion. The later format is explained in greater detail under conference proceedings.

CONFERENCE AGENDA

The following is the program substantially as carried out:

Sunday, May 18

4:30 p.m.	REGISTRATION, Main Lodge
6:30 p.m.	DINNER, Main Lodge
7:30 p.m.	OPENING SESSION, Main Lodge Introduction - Dr. J. Allen Suver, WCLA President Address - *The Scramble for Students* - Dr. John Lombardi
8:30 p.m.	GENERAL SESSION *Identification of Participant Concerns* - Dr. Arnie Heuchert

Monday, May 19

7:30 a.m.	BREAKFAST BUFFET, Main Lodge
8:30 a.m.	GENERAL SESSION *Ways to Improve Articulation* Discussion Leader - Dr. Arnie Heuchert
10:00 a.m.	BREAK
10:30 a.m.	PANEL PRESENTATIONS AND DISCUSSION *Local Approaches to Articulation* Jim Brooks, Leader Les Adams Ron Petersen Walt Roberts Fred Miner
Noon	LUNCH
1:30 p.m.	DISCUSSION GROUPS *Developing Local Strategies for Improving Articulation* - Case Problem

Monday, May 19 (Continued)

3:00 p.m. BREAK

3:30 p.m. REGIONAL DISCUSSION GROUPS
What Can be Done on a Regional Level to Improve Articulation - Jim Brooks - Dr. Allen Suver

6:30 p.m. DINNER, Main Lodge
Address - *Oregon Community College's Approach to Articulation*
Jim Piercey - Sam Cumpston

Tuesday, May 20

7:30 a.m. BREAKFAST BUFFET, Main Lodge

8:30 a.m. FINAL SESSION
Local, State, and WCLA Articulation Responsibilities
Dr. Arnie Heuchert - Dr. Allen Suver

ABSTRACTS OF CONFERENCE PROCEEDINGS

THE SCRAMBLE FOR STUDENTS*

Dr. John Lombardi

In Dr. Lombardi's keynote address, he pointed out that the widespread interest in articulation is caused by the scramble for students by all segments of education. Money and enrollment obviously are the primary causes of the problems.

Historically, learning a trade as a way of survival is common in hard times. While many senior colleges have had associate degrees available for some time, independent colleges now are entering the field. Kentucky may be a clue to what is happening nationally. Regional universities suffering enrollment declines since the mid-60s have bolstered the curriculum with technical programs.

There are charges that two-year colleges are absorbing or usurping the vocational functions of the public high schools, area vocational schools and adult schools. This is not a recent development however. High schools fought to stem the tide but financing was heavily on the side of the junior colleges. Area vocational schools controlled by the secondary educators was a tactical move to address the problem. Transfer of vocational education control to adult schools was another move.

It is not surprising that legislative activity concerned with overlapping and duplication is gaining. Recent studies conclude that there must be articulation--by law, if not by professional initiative. Separate jurisdictions appear to be basic to the problem. Recent legislation is designed to control abuses of competition by encouraging cooperative planning.

Adult education is the area of the most severe competition. Two-year colleges have been encouraged to enter this area by their state and national professional association leaders. This development cannot be ignored.

It is up to high schools and adult education centers to take the lead in the dissemination of information that makes their case.

Statewide, representatives of all levels must recognize the legitimacy and worth of all agencies that are engaged in vocational education. They must accept each other as equals. Attitudes must be understanding, especially in areas of unavoidable overlapping. Solutions will result from open and frank discussion. The concept of equality cannot be overstressed. This implies that each institution determines the quality of its own courses. All

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*See Appendix A for full text of Dr. Lombardi's Keynote Address.

problems must be brought to the discussion table--even the embarassing ones.

Dr. Lombardi suggests that once the local articulation committee is functioning, articulation areas should be expanded to regions. Articulation by the profession through voluntary cooperation will maximize local control. Keep the student's interest uppermost as articulation plans are devised.

IDENTIFYING PARTICIPANT CONCERNS

Dr. Arnie Heuchert

In a large group session each participant was asked to respond independently to the following statement:

> Describe a horizontal or vertical articulation concern or problem which you would like to have discussed at this conference.

Participants were then taken through a group interaction process. The participant concerns identified as a result of the interaction process are as follows:

- How can we improve communication to cause improved articulation for students?

- How can we bring about a reciprocity agreement between voc-tech and community college on credits (competencies)?

- High school students should not have to repeat work at voc-tech institutes or community colleges that they completed in high school.

- In planning vertical articulation the following questions surfaced and merit further discussion. (Local focus)
  a. Are the philosophies of the institutions compatable? How do they relate?
  b. Are there common objectives among the institutions that suggest a need for cooperative planning?
  c. Do the philosophies and objectives listed above reflect the student's need to move from the secondary to post-secondary level?

  What facilitates the above?

- Does articulation include area (joint) advisory groups rather than institutional advisory groups?

- How do you secure the cooperation between institutions? (i.e., credits, course, time)

- What is the purpose of each delivery system?

- What is involved in a specific "program" or "course" of training?

- Will each succeeding level accept the performance of the previous level?

- Develop an effective management process.

- What are some courses (in addition to typing) that community colleges probably should accept at face value from secondary schools and voc-tech institutes?

- Horizontal: Why not grant community college credit for voc-tech courses if the student wants such credit?

- Vertical: Why not give all community college courses numbers above 100 and force the four-year institutions to evaluate the content for credit?

- What special articulation problems are prine sponsors creating in "pushing" acceptance of disadvantaged students from O.I.C.'s private schools, skill centers, etc.?

- The lack of inter-institutional cooperative planning in:
    a. Curriculum
    b. Guidance

  (Can this type of articulation be achieved without major funding?)

- How can a remote school district make its students aware of post-secondary vocational education opportunities?

- How can the various vocational education schools (high school, voc-tech institutes, community colleges) better share resources? (faculty, facilities, equipment)

- What is the process by which courses taken at the high school or voc-tech institute can be accepted at the community college?

- How can a structure for achieving articulation be implemented at the local and state levels?

- Who constitutes a "good" articulation group? Local? State? How do you get the proper people together? Practically? Philosophically? How should this group function to be most effective?

- What criteria should we use to determine what is effective articulation?

- How can the articulation concepts we discuss best be implemented?
    a. Legislation
    b. Conferences
    c. Person-to-person communication
    d. Publications

- If common schools and community colleges are preparing students

(cont...)

for work with advice from the proper sources, why is the process of accepting students into advanced institutions so difficult?

- How to start!
- Within a level, how can basic minimums for programs be developed?
- How can proprietary post-secondary school credit be accepted at post-secondary institutions?
- High school students who have to repeat course content at voc-tech and community colleges?
- Communication of curriculum requirements of voc-tech institutions and community colleges to K-12 students.
- Develop trust level between faculty of K-12, voc-tech institutions, and community colleges for curriculum and course content.

WAYS TO IMPROVE ARTICULATION

By Dr. Arnie Heuchert

In a large group session each participant was asked to respond independently to the following statement:

> Considering any one of the following factors--students, curriculum, staffing, leadership, finances, or facilities--describe or list in your own words eight ways for improving the horizontal or vertical articulation at the secondary or community college level.

Participants were then taken through a group interaction process. The participants recommended the following strategies for improving articulation:

- Competency-based curriculum
  Post-test of agency becomes pre-test for next step
  Recognize competencies from previous training
- Develop a system of periodic contact between:
  Local administrators - secondary - post-secondary instructors
- Change the method of financing education from FTE to a voucher system to allow students to purchase services which best fit him/her
- Single state delivery agency
- Encourage use of high school facilities and staff for adult education
- Improve communication within institutions to meet the need of students who go on for advanced training
- Placement based on competency instead of time in class
- Increased communication between the staff at all levels
- Joint use of advisory committees
- Funding incentive to promote efficiency
- Joint inservice programs
- Regional articulation group

- Share facilities
- Common evaluation system
- Remove barriers through state mandate
- Open entry/open exit
- Share staff
- Administrative support from all levels
- Single state authority
- Agreement between superintendents and community college presidents in support of articulation
- Agreement upon rules, definitions, philosophies - ground rules
- Financial incentives for articulation efforts
- Inservice for guidance personnel to enhance vertical transition between institutions
- Inservice for instructional staff
- Develop specific agreements among all instititutions (community colleges, high schools, voc-tech institutes, prop.)
- Processes for information exchange on program and competency requirements
- Identify area or regional coordinators to facilitate planning and troubleshoot problems
- Provide students with understandable information on how programs at one institutional level relate to next level

PROPOSAL FOR ACTION IN VOCATIONAL EDUCATION
FOR ISLAND, SAN JUAN AND SKAGIT COUNTY SCHOOLS

By Walt Roberts

Walt Roberts described the start of an articulation project which involves Skagit Valley College and the high schools in the three counties of Island, San Juan, and Skagit. The rationale for this project, according to Walt Roberts, is best described in one short statement -- "In the tri-county area, the total design for a comprehensive and complete occupational education program should be developed in concept and with the community college. The high school role would be principally a generally learning to work role, while the college could provide the finishing school aspect with a short unit skill development program."

Through a series of local meetings, it was decided to hold a meeting of local school superintendents, community college personnel, and various other interested agencies. Out of this general meeting grew an executive committee composed of superintendents and community college personnel. The specific charge of this committee was to formulate a plan of direction for interdistrict cooperation. Walt Roberts indicated that this group is not talking about articulation at this point. What they are talking about is cooperation, and according to Walt's brief, "We need cooperation if we are going to put teeth in the organization to articulate."

In his closing remarks, Walt Roberts indicated that "I have got to find a way of cooperation and a system of cooperation before I can find where we are going and how we are going to articulate."

ARTICULATION IN THE BELLINGHAM AREA

By Ron Petersen

Ron Petersen briefly described the general makeup of Whatcom Community College and its relationship with the Bellingham Vocational Technical Institute and Western Washington State College which are all located in Whatcom County. Before going into detail about their local efforts, Ron suggested six steps that need to be completed in order to develop an articulation policy and procedure which has meaning to the institutions and students.

1. Each institution must identify its Roles and Definitions. It is of primary importance to know the purpose of the institution and what it wants to do.

2. It is important that the institutions involved in articulation communicate. Continual discussion among various administrators, boards, program planners and staff is absolutely necessary according to Ron to provide education in the best interest of local residents.

3. Institutions must identify the vocational objectives for each of their programs, courses or units. By making the curriculum and course content known, each institution can develop cooperative curriculums that sugment each other and enhance articulation.

4. Each institution should share their curriculum with their respective advisory advisory committee members so that the community as a whole knows what the institutions are providing for the students.

5. Each institution could agree locally to share curriculum material at the state level to assist in assigning credit or other means of evaluating student success in various programs.

6. The last step is to continually evaluate and assess the articulation program including program objectives and ease of access to programs as well as placement.

Mr. Petersen went on to give examples of planning and cooperative programs undertaken by Whatcom Community College and BVTI which generally followed the six steps outlined previously.

Most of the problems encountered by Whatcom Community College in terms of articulation occur with the four-year colleges in general because they are reluctant to accept vocational course offerings, according to Mr. Petersen. He also stated that community colleges should design programs with entry level employment as the first requirement rather than looking at

(continued...)

what four-year schools are requiring and designing courses that will transfer. The four-year institution can look at what the community college is doing and determine how they can provide additional instruction of benefit to the student who wants to continue his education past entry level requirements.

ARTICULATION IN KENNEWICK

By Les Adams

Les Adams described an interdistrict program involving articulation efforts which has been operating for the last five and a half years. He pinpoints communication and cooperation as the keys to a successful program, and suggests the geographical compactness of his region (80,000 people in a 10-mile radius) has aided close communication there.

Les suggests that programs he developed that bring people together and involve community college and school district personnel as much as possible in a mutually shared approach. Their programs have been built around problem-solving situations existing in the region and as a result have realized greater participation and also greater understanding of each other's problems.

Initial efforts were made to involve community college people in the superintendent's administrative council meetings as well as to invite other superintendents from outside the region. The schools have contracted college facilities during non-prime time and also have approximately fifty high school seniors involved in various college programs to facilitate smooth movement into post-secondary programs after graduation. Members of college advisory committees have been incorporated on school district advisory committees to enable a more accurate and clear view of the problems facing each.

Les also suggests that perhaps a "mandate from the top" is needed to stimulate articulation by encouraging the identification of appropriate steps, timelines and providing the necessary resources. He felt a fully defined and effectively functioning guidance program operating from child to adult with a lot of cooperation from all other concerns could accomplish the task.

CONCERNS

By Dr. Fred Miner

Dr. Fred Miner initiated his presentation by first posing the following question: "Can't we somehow find our key to articulation, whatever this means to you, in a more basic process that brings us together? I hope, love and harmony, as vocational educators, brings us together in purposes that are defined fairly closely within the context of our mission."

He further went on to state that he had little confidence in the group's ability to relate to one another on the basis of such terms as credits, semester or quarter hours, or degrees. He did feel, however, that the group had a philosophy and a purpose that brings the groups together with love and understanding.

The major efforts for the future should be placed on giving attention to individual needs. "Let's talk about individual skills." "Let's talk about levels of competencies." "Let's talk about performance objectives." "Let's talk about individual differences and individual needs."

Dr. Miner further stated that vocational educators can solve more of their own problems if they as individuals carefully define purposes as vocational educators and then somehow relate that purpose to the individual needs of students. Individual needs of the students should be of the utmost importance.

ARTICULATION IN THE VANCOUVER AREA

By Jim Brooks

Mr. Brooks indicated that what has been done in the Vancouver area would only be slightly different from what the other panel members presented. The most important difference would be in the area of communications between the community college and the school district. Jim Brooks felt that communication seems to be at the heart of the whole business.

In summarizing the panel's presentation, Mr. Brooks felt that the problems of articulation could be classified as follows: communications, articulation agreements, curriculum development, recruitment, guidance and counseling, entrance into receiving institutions, student appraisal, developmental and special programs, and continuing education programs.

Mr. Brooks then opened the session up to general questioning.

DEVELOPING LOCAL STRATEGIES FOR IMPROVING ARTICULATION - CASE PROBLEM

By Dr. Arnie Heuchert

The conference participants were divided into 10 small groups and then given the following activities:

> Using the data supplied in the accompanying material, develop a "model articulation plan" (including goals, objectives and strategies for implementation) for improving articulation.

INTRODUCTION

Mt. Cool Community College is located in the West Side Area Education District which covers approximately 950 square miles in portions of three counties. As a point of reference, the area is approximately the size of the State of Rhode Island. The total population of the three counties is 600,000 and the major city has a population of 400,000. Tim-Buck-Two University is located 30 miles from Cool Community College and has an enrollment of 14,500 students.

The community college enrollment projections are as follows.

Enrollment Projections

The projections of enrollment for Mt. Cool Community College include such persons as high school graduates who enter college the Fall following graduation, returning military servicemen, persons who will enroll in vocational-technical courses to raise job skills, adults from communities in the district who are seeking additional education. The projections are as follows:

ENROLLMENT PROJECTIONS

Program Year	67	68	69	70	71	72	73	74	75
LDC	530	790	1120	1330	1740	1980	2160	2400	2700
Voc-Tech	400	590	898	1209	1334	1505	1615	1685	1735
Totals	930	1380	2018	2539	3074	3485	3775	4085	4435

(Continued...)

Program Year	67	68	69	70	71	72	73	74	75
% LDC	56.9	57.2	55.5	52.3	56.6	56.9	57.2	58.7	60.9
Voc-Tech	43.1	42.8	44.5	47.7	43.4	43.1	42.8	41.3	39.1
Adult Enrichment	93	138	201	253	307	348	377	408	443
Grand Total	1023	1518	2219	2792	3381	3833	4152	4493	4878
DAYTIME FTE									
LDC	487	726	1027	1212	1598	1819	1986	2211	2495
VT	357	526	804	1091	1191	1343	1440	1496	1529
TOTALS	844	1252	1831	2303	2789	3162	3426	3707	4024

The accompanying tables give a breakdown of the community college vocational programs in relationship to the secondary programs.

In order to provide the educational programs necessary for the enrollment indicated, the following number of personnel, by category, are needed.

COLLEGE PERSONNEL PROJECTIONS

	67	68	69	70	71	72	73	74	75
LDC Faculty	35	50	66	74	97	110	120	133	150
Voc-Tech Faculty	26	37	53	67	74	83	90	94	97
Adult Education	6	9	12	14	17	19	21	23	25
Faculty Totals	67	96	131	155	188	212	231	250	272
Guidance	3	4	7	8	10	11	12	13	14
Service	29	34	44	47	49	51	52	52	52
Administration*	8	11	12	13	14	14	14	14	14

1974 SUBJECT INTEREST SURVEY OF SENIORS IN AREA HIGH SCHOOLS

Secretarial	436	Electronics	187
English	344	Music	180
Mathematics	327	Chemistry	180
Business	321	Accounting	140
Auto Shop	280	Comm. Cooking & Baking	134
Engineering	273	Physics	130
Fish & Game Mgmt.	249	Speech	119
Forestry	229	Aircraft Eng.	101
Homemaking	228	Journalism	96
Languages	211	Sheet Metal	83
Arts	210	Agriculture	81
Nursing	207	Meat Cutting	79

Zoology, Economics, Botany, Geology and Insurance also received significant interest from those surveyed.

HIGH SCHOOL PROGRAMS INFLUENCING POST-HIGH SCHOOLS

Secondary Programs	Current High School Offerings — High Schools							
	Cascade Locks	Centennial	Corbett	D. Douglas	Gresham	Parkrose	Reynolds	Sandy
	100	1900	200	3100	1900	1100	1200	1100
Electronics				x			x	
Radio		x			x			
Industrial Mechanics					x		x	
Power Mechanics				x				
Agriculture	X		X		x			x
Practical Nursing								
Graphic Arts				x	x		x	
Secretarial		x		x	x	x	x	
Shorthand	x							
Bookkeeping	x							
Typing	x							x
Office Machines								x
Mid Management		x			x			
Welding				x			x	
Metal Shop		x			x	x		
Voc Agriculture								x
Communications		x		x	x		x	
Engineering		x			x			
Drafting		x		x	x	x	x	x
Sheet Metal		x		x		x		
Aeronautics						x		
Professional Nursing								

Secondary Programs	Current High School Offerings — High Schools: Cascade Locks	Centennial	Corbett	D. Douglas	Gresham	Parkrose	Reynolds	Sandy
Dental Assistant								
Medical Librarian								
Nurses Aid								
Data Processing Business Course		x						
Accounting Bookkeeping		x		x	x	x	x	x
Auto Mechanics	X		X	x			x	
Auto Body Rebuilding								
Police Science								
Industrial Plastics								
Heavy Truck and Diesel								
Refrigeration								
Air Conditioning								
Tech Illustrations (graphic arts)				x				
Commercial Art				x	x	x	x	
Metallurgical Technician								
Ind. Lab Technician								
Auto Vending Machine Repair								
Dry Cleaning								
Machine Shop				x				
Apprentice-Related Instruction								

MT. COOL COMMUNITY COLLEGE
VOCATIONAL-TECHNICAL PROGRAMS

VOCATIONAL-TECHNICAL DEGREES

Certificate Programs

Automotive Mechanics
Clerical-Typist
Foreign Auto Mechanics
Funeral Service Education
Medical Receptionist
Occupational Therapy Assistant
Operating Room Technology
Practical Nursing
Supervision
Welding

Associate of Science Degree

Accounting Assistant
Air Traffic Management
Architectural-Structural Drafting
Associate Degree Nursing
Automotive Mechanic
Automotive Parts Management
Banking and Finance
Civil Engineering Technology
Cosmetology
Dental Hygiene
Electronics Technology
Fisheries Technology
Floristry
Food Processing Technology
Forestry Technology
Funeral Service Education
General Secretarial
Inhalation Therapy
Machine Drafting
Machine Shop Technology
Medical Secretary
Mental Health
Mid Management
Office Machine Repair
Ornamental Horticulture
Physical Therapy Assistant
Professional Pilot - Air Traffic Control
Professional Pilot - Business
Professional Pilot - Electronics
Radio Production
Radio Television Engineer
Real Estate
Television Production
Transportation and Distribution

WHAT CAN BE DONE ON A REGIONAL LEVEL TO IMPROVE ARTICULATION

By Jim Brooks and
Dr. Allen Suver

In a large group session, each participant was given the following rating sheet and asked to complete the form. After completing the form, the participants were divided up into regional discussion groups for the purpose of discussing how they could improve articulation within the geographical region.

No Problem	Good	Adequate	Needs Improvement	Non-existent	W.C.L.A. Sun Mountain Conference A R T I C U L A T I O N P L A N W O R K S H E E T In the columns at the left, rate (check) the current status of each element, write the best idea you have heard of can think of to improve articulation in the following areas:	Reference or Resource
					1. COMMUNICATION:	
					1.1 Board level	
					1.2 Administration	
					1.3 Instructional Level	
					1.4 Guidance/counseling staff	
					2. ARTICULATION ARRANGEMENTS (Form committee, agreements, ground rules, definitions, philosophies, etc.)	
					2.1 Inter-institutional	
					2.2 Specific programs	
					3. CURRICULUM DEVELOPMENT (Joint advisory, cooperative development, avoid duplication, small learning modules, performance objectives, progress record system, competency check lists, sharing curriculum materials, specialized courses) Write several: rate at left	
					(Continued...)	

No Problem	Good	Adequate	Needs Improvement	Non-existent		Reference or Resource
					4. RECRUITMENT	
					4.1 Information system (P.R., etc.)	
					4.2 Special events (career nights, etc.)	
					4.3 Printed information (brochures, etc.)	
					5. COORDINATION OF PROGRAMS	
					5.1 Area planning	
					5.2 Sharing resources (facilities, staff, equipment)	
					5.3 Cooperative inservice training	
					5.4 Determine service areas for new programs	
					6. GUIDANCE AND COUNSELING	
					6.1 Orientation activities and experiences for counselors	
					6.2 Program familiarization	
					6.3 Inter-institutional inservice	
					7. ENTRANCE (Development of policies and procedures)	
					7.1 Entrance into institution	
					7.2 Entrance into program	
					7.3 Multi-level admission personnel/inservice	
					7.4 Placement (Interviews, tests, etc.)	
					7.4.1 Regular	
					7.4.2 Advanced	
					8. STUDENT APPRAISAL	
					8.1 Determine uniform standards (clock hours, credit hours or demonstrated competencies)	
					8.2 Determine completion requirements (by program)	
					8.3 Continuance record system	

(Continued...)

No Problem	Good	Adequate	Needs Improvement	Non-existent		Reference of Resource
					9. DEVELOPMENTAL AND SPECIAL PROGRAMS	
					9.1 Deficiency removal	
					9.2 Special schedule availability (regular, evening, summer)	
					9.3 Special services (tutors, volunteers)	
					9.4 Handicapped/Disadvantaged	
					10. CONTINUING EDUCATION PROGRAMS	
					10.1 Basic vocational skills training	
					10.2 Retraining	
					10.3 Competency improvement	

ARTICULATION IN OREGON
"LANE COMMUNITY COLLEGE"

By Jim Piercey

Jim Piercey described an articulation project presently being conducted in Eugene with the cooperation of Lane Community College and several local high schools. The project which has been in operation about a year has included administrators, teachers and counselors. So far the group has developed a "model" for improving articulation.

In the Lane project, articulation is defined as, "A smooth transition of students from one level of instruction to another--whether it is kindergarten to first grade, or whether it is sophomore level of a community college into the vocational-technical school at Klamath Falls." According to Mr. Piercey, "we all talk the same language; we're dealing with people; we're dealing with policies and curriculum."

The factor which has contributed greatly to improving articulation is the usage of packets at all levels. This helps to bring students programs and also gives direction at all levels.

ARTICULATION IN OREGON
"SOUTHWESTERN OREGON COMMUNITY COLLEGE"

By Sam Cumpston

Sam Cumpston first circulated to each conference participant a copy of his document Career Education Between SWOCC and High Schools--5 Year Plan and Present Accomplishments. This document contains a collection of communications, accomplishments, and projected accomplishments concerning four-year articulated curricula covering the last two years of high school and two years of community college. The concepts include identical four-year curriculum guidesheets and career ladder for high school/community college use, including the practice of advance placement with community college credits for high school work overlapping the community college.

The State of Oregon Career Education Section gave Southwestern Oregon Community College $10,000 to carry out this project in late June of 1974. Nine high school instructors and seven community college instructors were involved. The project to this point included two phases. During the first phase, the sixteen instructors toured major industries in the Portland area. Upon returning home, a continuing education class was organized for the sixteen participants. It was during this class, Ed 507 High School-Community College Articulation, that the material presented in the publication was developed.[1]

Sam Cumpston pointed out to the conference participants that two factors which have aided in making his project successful and important to any articulation project are: (1) project leadership, and (2) incentives for participants.

Sam Cumpston went on to explain the document to the conference participants. Southwestern's project according to Sam, cam best be summarized by the following words "joint participation in a mutual project."

The project is an evolving one and will be updated as the 1974-75 activities continue.

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[1]This document is available from Sam Cumpston, Director of Career Education, Southwestern Oregon Community College, Coos Bay, Oregon 97420.

LOCAL, STATE, AND WCLA RESPONSIBILITIES FOR ARTICULATION

By Dr. Arnie Heuchert
and
Dr. Allen Suver

Using the group interaction process, the participants were asked to respond to the following three questions:

I. What roles and responsibilities should local individuals assume in implementing an articulation program?

II. What is the state's role and responsibility for implementing articulation?

III. What roles and responsibilities should WCLA assume in the articulation process?

The participants' recommendations identified as a result of this group interaction process are as follows:

Question I: What roles and responsibilities should local individuals assume in implementing an articulation program?

1. Form local groups and schedule regular meetings (local directors, proprietary schools)
2. Develop objectives based on position paper
3. Time and money from superintendents and presidents
4. Develop plan of work (one year) and time line
5. Develop articulation projects
6. Secure funding
7. Implement, evaluate and recycle
8. Establish regional steering committees (vocational administration, K-12, community colleges, voc-tech institutes, intermediate school districts)
   - A. Identify Chairperson
   - B. Develop Coop Policy Statements
   - C. Seek Approval by Local Boards (community college, K-12)
   - D. Formulate Local Working Groups (inter-institutional)

(continued...)

(1) Curriculum
(2) Guidance
(3) Administration/financial/facilities/contractual/ arrangements
(4) Publications
(5) Advisory committees
(6) Other

9. Seek state support

   A. State endorsement of cooperation
   B. Financial assistance

10. The responsibility is mine - each individual must try and try again

Question II: What is Olympia's role and responsibility for improving articulation?

1. Establish high priority for articulation

2. Provide assistance in facilitation

   A. Financial incentives
   B. Staff assistance

3. Facilitate meeting (high level) involving district superintendents, college presidents and local vocational directors

4. Policy in support of articulation

5. Financial support of articulation

6. Cooperate with WCLA in articulation efforts

7. Articulation is person to person - agency to agency. If people at the state level can do this - great! Otherwise, they should not stop my doing it.

Question III: What role and responsibilities should WCLA assume in the articulation process?

1. Develop a position paper (finalize and adopt at summer conference.

2. Encourage local articulation efforts

3. Follow up on local activities

4. Facilitate articulation inservice to meet local needs

5. Encourage all service areas to initiate and engage in articulation activities

6. Draft position statement

7. Communicate position statement

   A. Seek/request joint endorsement by state directors (SPI, SBCCE, CCOE)
   B. From WCLA president to local chief administrators

8. Elect leadership committee to ARTICULATION

9. Develop a program of work that includes a follow-up. (Continue to be an organization).

POST CONFERENCE ACTIVITIES

Letters to Vocational Directors

All WCLA members and state vocational directors were sent a memorandum (Appendix B) from the conference committee with information from the Sun Mountain Conference. A copy of a letter to state leaders was enclosed as well as a suggested "Local Action Plan" (Appendix C). The list of names and educational affiliation of the conference participants was also included in the mailing.

Letters to State Administrators

Over 350 mailings went to state school superintendents, community college presidents, and vocational-technical school directors (Appendix D) with information about the conference. The letter dealt with WCLA's stand on the need for articulation of vocational education.

Interim Conference Report

An Interim Conference Report (Appendix E) was sent to 420 vocational directors and institution heads. The report was a digest of conference activities. The actions taken by conference participants were described and WCLA's position on articulation was clearly stated.

Local "Action" Plan

Vocational directors in Washington were sent a one-page "action" plan (Appendix C) that included the objective to develop at least one program area articulation plan. Action steps were suggested in simple form.

State Agency Director Letters

Individual letters were sent to Frank B. Brouillet, Superintendent of Public Instruction; John C. Mundt, Director of Community Colleges; and Arthur A. Binnie, State Director of Vocational Education, requesting their support in a state-wide effort to generate and implement articulation plans and agreements among the state's vocational educators.

Conference Proceedings

The Sun Mountain Conference proceedings will be mailed to all conference participants, vocational administrators, school superintendents, community college presidents, and vocational-technical school directors in August of 1975. The reports will be mailed to each Research Coordinating Unit Director in the United States, and two copies will be sent to ERIC for possible listing in the Abstracts of Vocational-Technical Education.

Summer Conference

Plans have been made to include a mini-workshop on vocational education "Articulation" at the Washington Vocational Association Summer Conference in Yakima in August of 1975. Dr. Arnie Heuchert, Sun Mountain Articulation Director, will summerize conference activities and lead the WCLA section participants in forming local plans to improve vocational education articulation during the 1975-76 school year.

Fall Conference

Ideas for a one-day session on "Articulation" for WCLA members in the Fall of 1975 in Seattle are being discussed. Plans are to bring a person from out-of-state who is considered a national authority on vocational education articulation. A team of WCLA members and vocational directors will tell the details of their articulation "action" plans resulting from the Sun Mountain Conference and post-conference activities.

Future Efforts

Members of the Washington Council of Local Administrators (WCLA) of Vocational Education and Practical Arts have made a commitment to further articulation efforts as the top priority of their 1975-76 interests. Developing strategies for future workshops for the study of articulation plans has been recommended to the Executive Board of the organization. WCLA members are prepared to initiate and coordinate groups of key individuals in local articulation planning and development efforts.

APPENDIX

THE SCRAMBLE FOR STUDENTS

by

JOHN LOMBARDI

Dr. Suver, fellow educators, I must admit the this role in which I have been cast is not a new one for me. In fact it is almost as if I were resuming my role as chairman of the Articulation Committee of the California Junior College Association. A good deal of nostalgia is involved. It brings back many memories of hard-fought skirmishes with my counterparts in the secondary school, state college and university associations. It also elicits memories of many pleasant meetings, social activities and enduring friendships, most important is to recall that I was given the opportunity to explain to the high school representatives that the junior college is a bona fide open door college for all students, not a haven where high school graduates aimlessly spend time with impunity. Surprisingly, I found it less--not easy--but less difficult to convince the state college and university representatives that the junior colleges are institutions of higher education whose students are being adequately prepared for admission to upper division.

Since my tenure as chairman of the Articulation Committee dates back to the years 1959 to 1966 you can see that this performance being enacted here is not a new one. In fact, it started its run almost as soon as the junior colleges appeared in the early 1900's. The widespread interest in articulation today is caused by the scramble for students by all segments of education. And since our schools and colleges are funded on a student equivalent formula, enrollment becomes equated with financial well-being, in many cases with solvency. There is a kind of retributive justice for vocational educators that their once-denigrated function, now elevated to "Career Education" is becoming respectable for some of our more elitist institutions. The Wall Street Journal editors thought this turnabout was worthy of a lead front page article on February 18, 1975. The captions on the article tell the story. The title, "Changing Courses," was followed by three subtitles: 1) "Squeezed for Money, a Number of Colleges Revamp Curriculums;" and 2) "Career Programs are Begun, Enrolling Many Students Eager to Learn a Trade." The third subtitle is a question: "Sale of the Academic Soul?" (Ricklefs, 1975). Note how these subtitles pinpoint the two primary causes for the present difficulties--money and enrollment.

Almost an identical approach appeared in last Thursday's Los Angeles Times. The title of the Times page lead article reads: "Colleges Take Swing Down Madison Avenue: Glossy Sales Pitches Employed in New Era of Student Scarcity" (Speich, 1975).

Another observation that is particularly pertinent to today's interest in vocational education and the cause of institutional competition is

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*Presented at the Washington Council of Local Administrators of Vocational Education and Practical Arts (WCLA) Working Conference on Articulation; May 18, 1975; Winthrop, Washington.

that in times of recession, people grasp at straws and look to a trade or skill as a way of survival. The Wall Street Journal article stressed that the entrance of the independent colleges in the vocational field is a response to this phenomenon. One can only hope that this conversion will last beyond this critical enrollment and financial period.

Our public senior colleges never really gave up on vocational education, although many of them in their upward mobility stage to university status did not stress it. Yet, in 1971, 463 four-year colleges and universities offered associate degrees (Hooper, 1972). Since the decline in enrollment growth during the 1970's, the number of four-year colleges and universities offering associate degrees has increased. The situation in Kentucky may be a clue to what is happening. Their regional universities, whose rate of enrollment increase from 1959 to 1964 was 95 percent, and 63 percent from 1964 to 1969, but only 15 percent from 1969 to 1974, have developed a large number of two-year technical programs in an effort to counteract the rate of enrollment decline. The most extensive expansion, undertaken by Eastern Kentucky University, has been the addition of 38 two-year law enforcement and paramedical programs accounting for 14 percent of the student body (Wilson, 1974).

How about the two-year colleges? They have been as aggressive and--some might say--more innovative than any of the other institutions: high school, adult, four-year college or university. They are the fastest growing segment of education, mainly because they are absorbing or usurping the vocational functions of the public high schools, area vocational schools and adult schools. But this is not a recent development. It goes back to the 1920's when the public junior colleges were expanding from a largely liberal arts and general education orientation to a comprehensive orientation. For a time the leaders of the junior colleges tried to carve out a vocational area called "semi-professional" between "the butcher, the baker, and the mechanic on the one hand and the lawyer, doctor, engineer and minister on the other" (Eells,1944, p.6). But this didn't last long. After World War II the distinction broke down as colleges entered the trade fields. Some were out-and-out trade schools, although only one junior college used the term "Trade" in its title.

Here's where our problem emerged. Very early, the high school eudcators saw what was happening and fought to stem the tide, but the battle was one-sided with the resources heavily on the side of the two-year colleges. A tactical move was to create area vocational schools controlled by the secondary educators, although often independent of the high schools. Another move was to transfer control of vocational education to the adult schools that began to offer day classes on a large scale, even obtaining buildings devoted exclusively to this function.

It is not surprising that legislative activity, especially concerned with overlapping and duplication, is increasing. This in turn generates studies and reports. I mention a few that have appeared since 1968, when the enrollment curve began to flatten or point downward.

In 1968 the Oregon State Board of Education and the Oregon State Department of Employment conducted a project through task forces to find an

approach to the articulation and coordination of occupational preparatory curriculum from the high school through the community college. The conclusion was that there must be articulation from the senior high school to specialized vocational-technical preparation in the community college (An Approach to the Articulation..., 1968).

A 1973 study of state legislature for vocational, technical, adult, manpower, and career education in Maryland, Ohio, Texas, Utah, and Virginia found a wide variation of laws, which is not surprising. The study concluded that there is a growing need to develop a more definite legal basis for program and curriculum development in education. No state has comprehensive legislation. Few states have the incentive to undertake a study of the problems, analyze their legislation, and design a comprehensive coverage of appropriate legislation (Rathbun, 1973).

Another study, sponsored by the Illinois State Advisory Council on Vocational Education, suggested a statewide plan for organizational and systematic operation of area vocational centers and regional administrative units (Examination of Pattern..., 1972). In still another study on the articulation of secondary and postsecondary occupational programs, it was found that "separatism still exists with the nature and degree of difficulty in articulation directly related to the relationship of the agencies involved" (Bender, 1973, p.27). A serious difficulty, the study reported, occurs where organizational structures foster separate jurisdictions. In fact, this is basic to the problem. Where the line is indistinct, overlapping flourishes, mistrust among educators increases and articulation is weak or non-existent. Florida, New York, North Carolina, Oregon, and Utah have made some progress in secondary and postsecondary articulation (Bender, 1973).

The aim of current state legislation in this area is to control the most glaring abuses of competition by encouraging cooperative planning through the refinement of the program classification structure, and through local committees comprised of the interested parties and public representatives. Typical is the charge of the Virginia Legislature to the State Department of Community Colleges, the State Department of Education and the State Council of Higher Education to study and coordinate adult education in the commonwealth. In this state, local committees will be established "to review all adult education offerings in a region, identifying those needs not being met or determining if duplication of offerings exists and to facilitate a cooperative effort by the community colleges and the public schools through recommendations on course content, scheduling, locations, and costs, among others, for meeting adult education needs while avoiding unnecessary duplication." A state committee will provide standards and guidelines for meeting adult education needs and for coordinating programs between the community colleges and the public schools--it will also provide information and professional assistance to the local committees. Each local committee will submit an annual report to the state committee "Describing cooperative efforts which will include steps taken to eliminate any unnecessary duplication" (Adult Education is Studied, 1974). The Virginia plan is just one of several laws or state regulations resulting from the establishments of the 1202 commissions. We can expect more reports in this direction.

What is causing the problem of jurisdiction is the absence of a rationale for the various institutional segments. There seems to be a general agreement

that the kindergarten exists for children 5 to 6 years of age, elementary schools for children 6 to 12, or 14, where no junior high schools exist, and high schools for youngsters 12 or 14 to 17 or 18. After high school, age is not the primary component of institutional identity. While there is a lower limit, usually 17, or occasionally lower for a prodigy, there is no upper limit on age. Other factors enter into the jurisdiction of institutions, such as cost, availability, purposes, socioeconomic status, religious affiliation, and academic standards for admission and graduation.

Adult education, although often part of secondary education, owes its identity to subject matter rather than age. Formerly, adult education, consisting of ungraded classes and apprenticeship training was the exclusive province of the secondary school. Today, adult education has been embraced by all institutions. It is in this area that the most severe competition prevails. It is in this area that the two-year colleges are making the greatest inroads on the secondary schools. Since adult students are older than the upper age limit of high school students, adult education has become part of postsecondary education and since it is, by students age composition, postsecondary education, the two-year college has invaded every instructional area of the adult school--including manpower training, basic education, general education development (G.E.D.) preparation, and even regular high school subjects. Large programs in these instructional areas are conducted in California, Florida, Hawaii, Illinois, Iowa, Nebraska, and Wisconsin. Some of these programs have been transferred to the two-year colleges by law. Many have just been taken over on the basis of student demand. Two-year colleges have also been encouraged to enter this area by their state and national professional leaders and by accreditation team members. The president of the American Association of Community and Junior Colleges keeps reminding two-year college educators that they have a responsibility to meet the needs of all people in their areas.

You cannot ignore this developemnt in seeking an answer to your objective: the articulation of vocational programs in all of the local delivery systems--public schools, community colleges, vocational-technical institutes, and proprietary schools.

Your hypothesis, "that a system for effective vocational program articulation is a high priority needing the attention of the profession" is one of the understatements of the year. It has been a high priority ever since the community colleges were spawned from the very high schools with which they are now in serious competition. In fact, unless the articulation problem is resolved there is a strong probability that the offsprings of the high schools will preempt the field in the public sector: a few are even brash enough to think they can make it so difficult for the proprietary schools that they will disappear as have so many independent two-year colleges. In Hawaii, Iowa, Nebraska, Wisconsin, and many districts in California, Illinois, and Florida, adult education and vocational education are largely under the aegis of the public two-year colleges, operating on the principles that the major effort in vocational education should be at the level of the community or the two-year college and that, at the secondary level, vocational education should be exploratory.

Dispelling this conception of vocational education in the high school is essential for successful articulation in those states where high schools offer career programs leading to entry-level jobs or advanced training for higher level jobs. Despite the inroads of the two-year colleges, in the majority of

the states the high schools and the adult schools continue to offer vocational education programs.

This to me is the first essential for successful articulation--knowledge of the vocational education function performed in the state's high schools and adult education centers conducted under secondary school auspices. And it devolves upon those in this segment to take the lead in the dissemination of information, in making their case for acceptance for transfer of work done by students who want advanced work in a vocational or technical area and in challenging the establishment of duplicate programs in other institutions.

Those of us who have been in the forefront of establishing articulation between two-year colleges and upper division institutions know what a long struggle it has been to obtain the recognition, first that two-year colleges are institutions of higher education, then that our academic courses should be accepted for transfer, and later that our vocational courses should be accepted for transfer. And where the law delimited the functions assigned to each segment of higher education, we in the community colleges were alert to any invasion of our field. We used a variety of strategies from voluntary to legal. In the light of this struggle, I am at a loss to understand the two-year college's reluctance to recognize the legitimate requests for similar treatment toward acceptance of high school courses for transfer. The problem of the flow of students from one segment to another are not too much different. Unfortunately, those in the two-year colleges use the same arguments for not accepting work done in the high school as the upper division colleges used when two-year colleges themselves requested such acceptance.

Articulation, as I have experienced it, is many-facted. It must take place at many levels, at all-inclusive non-governmental conferences such as this, and at regional and local meetings. At statewide meetings the representatives of the various groups must recognize the legitmacy and the worth of all agencies that are engaged in vocational education. They must accept each other as equals, not as superiors and inferiors. Even in those areas where overlapping exists--and this cannot be avoided--the attitude must be one of understanding. Overlapping will be less of an irritant if one understands why it exists. Overlapping occurs in typing, shorthand, drafting, electronics, data processing, machine tooling, wood working, and in other subjects. This is no different from the academic overlapping which occurs in English composition, foreign languages, algebra, geometry, and trigonometry. No one would say we should eliminate these courses in the two-year colleges or in some four-year colleges. There are good reasons for the overlapping. Only in a utopia might it be possible to have schools in which students go from one level to another without need of such overlapping.

But, this question persists. May Tinglof, a member of the Los Angeles Board of Education, stated at on open meeting of the Board that much of occupational education in the junior college is "marginal education, and a great deal of it is in the field of adult education...." "Nor am I impressed," she adds, with the curriculums that read auto body and fender, auto mechanics, brick laying, dry cleaning, power sewing,upholstering, cosmetology, piano tuning, plumbing,manicuring, welding...and custodian engineering" (Tinglof, 1962).

Of course overlapping raises problems. For example, should a student receive double credit for a course--once in the high school and the second time

in the college? Should a student be forced to repeat a course he has completed satisfactorily? Does the receiving school have the right to go beyond the official record to determine whether or not the grade truly represents what it claims to? In answering these questions we must not overlook the welfare of the students, especially by rationalizing that a student who repeats a course does not lose anything because he gains by becoming more proficient.

If problems such as these are discussed openly and frankly, solutions will be found. They will be found more quickly if everyone enters into the discussions with the attitude that everyone is engaged as an equal partner in a common enterprise--the education of students; I emphasize equality with fervor and intensity because for seven years as chairman of the articulation committee of the California Association of Community College, I had to put forth this position with all the force at my command. You will not have satisfactory articulation unless this concept of equality is accepted by all participants, especially those in the postsecondary segment. Equality implies that each institution determines the quality of each of its own courses.

A second caveat is: bring to the discussion all of your problems, even if they are embarassing to some of the group. Problems that are hidden keep smoldering, inhibit effective efforts at articulation, and are apt to lead to crisis when they come to light, as they will. If one group allegedly engages in activities which are considered detrimental to another, it is incumbent on the aggrieved party to place the alleged infraction on the agenda so that open discussion and resolution may take place. An articulation group that does not address itself to the serious, touchy, problems, will not last long. Its members will seek other solutions through the legislative process or by enlisting aid from sympathetic business, labor and civic groups.

A third suggestion that has proven useful is to have one member of each constituency in the articualtion committee be the representative for his group during the periods between regular meetings. He would be a resource person when an inquiry is made about any aspect of articulation process. An inquiry may be a request for information, or it may involve a grievance. An inquiry might even lead to a special meeting of interested parties. Unless an inquiry involves a very serious matter there would be no need to call a meeting of the whole group. An inquiry is rarely so pressing that the whole group must be called together. A telephone call or two often results in a satisfactory accommodation.

Fourth, parallel to this, provision should be made for regional and/or local meetings among those involved in vocational education in the regional institutions. Here problems may be discussed and suggestions may be made about trends in curriculum and courses, enrollments, finances, placement, satellite locations, new learning systems--anything that will help the local administrators.

At the local level, requests for recognition of a course or program for transfer can be made by representatives of the two institutions involved. In making an individual request the petitioner has the opportunity to explain what the course or program will enable the student to do and how the student's training will fit in with the courses or programs at the next level of skill. This procedure helps maintain a community of interest among teachers and administrators working in the same disciplines and results in solutions where they are most effective, at the local level. However, it also results in differences

that must be taken up at higher levels in the articulation process. All things considered, the best results are obtained where the local educators have established close working relationships (Smith, 1972).

Finally, if possible the coordinating group should develop a position paper that outlines the articulation process. Such paper should define the jurisdictional areas of each member institution, recognizing that these cannot be minutely delimited. Indicating the areas where boundries are indistinct will nelp. Moreover, such a statement should provide standards and guidelines for meeting vocational education needs and for coordinating these efforts among the schools. A committee should be given the responsibility of reporting on the extent to which student vocational needs are being met and on unnecessary duplication of offerings.

What I have proposed is a pragmatic articulation process that has worked reasonably well in California. It also has elements that are being incorporated in legislatively-mandated state plans.

There is, of course, no single solution to this problem in a diversified educational system with a tradition of minimum state control. Nor can we expect an articulation process to remain static in a constantly changing enterprise. Neither will any plan resolve all problems to each one's liking. But, to maintain maximum local control, we must be willing to accept some form of voluntary cooperation.

You are off to a good start with the thesis that "In spite of existing inter-institutional frustrations, feasible and logical strategies can be generated at a "working" conference on articualtion." One of your sub-objectives, "To make a personal commitment to further articulation efforts in local, regional, and state vocational programs, particularly in post-conference activities" is the key to success in articualtion.

Adjusting to a steady state is not as exhilarating as adjusting to an expanding state. Each administrator must feel as Churchill, that he does not want to preside over the liquidation of his institution. But is it necessary to engage in an unseemly competition for students, mindless of the effect on the students and on education? In our efforts to get the major share of the "loot," as Mary Lou Zoglin of the California Community College Board of Governors characterized the increasing competitiveness for students, are we not accelerating the trend toward greater state control through state commissions? Is it wise to sell our academic soul to gain a temporary advantage in the scramble for students?

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WCLA

THE WASHINGTON COUNCIL OF LOCAL ADMINISTRATORS
OF VOCATIONAL EDUCATION AND PRACTICAL ARTS

June 16, 1975

MEMORANDUM

TO: WCLA Members and Vocational Administrators

FROM: Articulation Conference Staff: Allen Suver, Jim Brooks, Sandy Jochimsen, Jan Carlson, Al Green, Homer Halverson, Bill Moran, Les Kovach

SUBJECT: Sun Mountain Conference Follow-up

Thanks from all of us for your support and participation in the Sun Mountain Conference.

We are enclosing for your use copies of a letter being directed to the chief administrators in the various institutions whether they had representatives at the conference or not. Its purpose is evident. Those of you who attended should be prepared to initiate meetings of appropriate vocational educators in your area. As stated, they have and will receive more information on how to make things happen concerning articulation.

The second attachment is an interim report on proceedings at Sun Mountain. It will give you a brief overview of the conference. A formal letter to the S.P.I., S.B.C.C.E., and C.C.O.E. has been sent with a copy of the Interim report and a suggested letter which we are asking to come out under joint signatures lending encouragement and support to the articulation effort at the local level.

We came away from the conference feeling that most people left with a commitment to "get it all together" at the local level...where we concluded it is going to have to happen. For those of you who could not make the conference, we ask your assistance in moving this important concept forward. The profession you save may be your own!

We were instructed at the conference to develop appropriate "second round" articulation activities for the Yakima summer conference. The attached suggestions, along with the formal conference report you will receive in Yakima should give you a good grasp of the general information and strategies. Please plan to participate in Yakima.

Thanks again from all of us on the staff.

JAS:lm
Attachments

Affiliated with
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SUGGESTED LOCAL "ACTION PLAN"

OBJECTIVE:

In the 1975-76 school year develop at least one program area articulation plan. (Pilot).

ACTION STEPS:

GET READY!

1. Identify the reasonable geographic or "service" area to be covered by your plan. Consider the community college district as a possibility.
2. Identify key program people who need to be involved.
3. Have a local area organization meeting now before summer vacation if possible.
4. Decide which one program area you propose to do for your 1975-76 Pilot.

GET SET!

1. Plan to attend the Yakima Conference, report your progress on the efforts described above, and learn what to do next.

GO!

1. Return to areas with a date set for initial fall articulation meeting. You will have developed a package of materials and strategies to help you move forward.

JAS:lm
6/9/75

WCLA
THE WASHINGTON COUNCIL OF LOCAL ADMINISTRATORS
OF VOCATIONAL EDUCATION AND PRACTICAL ARTS

June 16, 1975

(Inside Address)

WCLA ARTICULATION CONFERENCE

On May 19-20 those individuals listed on the enclosed attachment attended an in-depth WCLA working conference on vocational program articulation. Briefly defined, articulation is a cooperative arrangement which enables students to move vertically from institution to institution, or horizontally between programs with a minimum of problems. Properly established, it avoids duplication and makes the students' vocational experience more effective and efficient. The conference program dealt mainly with vertical articulation.

WCLA believes that articulation problems can be greatly reduced or eliminated by local educational institutions getting together and formulating an articulation plan. Those who attended the conference left with considerable information which will enable the articulation effort in your area to get underway. An interim report is included with this letter, and conference proceedings are in preparation. We urge you to support this concept and to communicate with administration counterparts to hasten the development of an articulation plan in your local area.

The WCLA organization comprised of those professionals in the field directly responsible for the successful operation of vocational programs will continue to provide leadership training opportunities for this effort.

Thanks for your cooperation. Please let me know ways in which our organization can be of assistance.

J. Allen Suver

J. Allen Suver
President

JAS:lm
Enclosures (2)

Affiliated with
The National Council Of Local Administrators Of Vocational Education And Practical Arts and the American Vocational Association

WCLA INTERIM CONFERENCE REPORT

Articulation Conference, May 18-20, 1975
Winthrop, Washington

Sixty WCLA members representing Voc-Tech schools, Community Colleges, and common schools, meeting May 18-20, 1975, developed a rationale, objectives, and supportive strategies to cause articulation in vocational programs to occur in and among the public education institutions in the State of Washington.

For the conference, articulation was defined as the arrangement or process which enables a student to move vertically from institution to institution or horizontally between programs with a minimum of problems. The emphasis of the conference was on vertical articulation.

It was concluded that problems related to duplication, credit acceptance, advance placement, etc., can be greatly reduced or eliminated by properly planned and executed articulation plans and agreements at the local level. Communication and cooperation were identified as key words.

To make this concept a reality, the interest of students must be paramount. It was agreed that institutions must be willing to modify their communication practices, curriculums, credit and admissions policies and any other procedures or arrangements which currently prevent efficient and effective articulation from occurring.

We believe a stronger total vocational program will result in each institution, and in each area of the State of Washington as we establish and strengthen the process identified at our conference. WCLA encourages the cooperation of all Superintendents, Presidents, Directors, and Administrative staff in the development and implementation of local and regional articulation plans.

The WCLA membership at the conference voted officially to communicate their concerns and commitment for further action to the leadership in Olympia, to chief administrators in local districts, Voc-Tech schools, and Community Colleges, and to members not in attendance.

A more formal detailed Conference Proceedings Report is being prepared for follow-up sessions at the 1975 WVA Summer Conference and will be mailed to you soon.

JAS:lm
6/6/75

Appendix F

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